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Passage One

Questions 56 to 60 are based on the following passage.

In recent years, a growing body of research has shown that our appetite and food intake are influenced by a large number of factors besides our biological need for energy, including our eating environment and our perception of the food in front of us.

Studies have shown, for instance, that eating in front of the TV (or a similar distraction) can increase both hunger and the amount of food consumed. Even simple visual cues, like plate size and lighting, have been shown to affect portion size and consumption.

A new study suggested that our short-term memory also may play a role in appetite. Several hours after a meal, people's hunger levels were predicted not by how much they'd eaten but rather by how much food they'd seen in front of them--in other words, how much they remembered eating.

This disparity(□□) suggests the memory of our previous meal may have a bigger influence on our appetite than the actual size of the meal, says Jeffrey M. Brunstrom, a professor of experimental psychology at the University of Bristol.

"Hunger isn't controlled solely by the physical characteristics of a recent meal. We have identified an independent role for memory for that meal," Brunstrom says. "This shows that the relationship between hunger and food intake is more complex than we thought."

These findings echo earlier research that suggests our perception of food can sometimes trick our body's response to the food itself. In a 2011 study, for instance, people who drank the same 880-calorie(□□□) milkshake on two separate occasions produced different levels of hunger-related hormones(□□□), depending on whether the shake's label said it contained 620 or 140 calories. Moreover, the participants reported feeling more full when they thought they'd consumed a higher-calorie shake.

What does this mean for our eating habits? Although it hardly seems practical to trick ourselves into eating less, the new findings do highlight the

benefits of focusing on our food and avoiding TV and multitasking while eating.

The so-called mindful-eating strategies can fight distractions and help us control our appetite, Brunstrom says.

56. What is said to be a factor affecting our appetite and food intake?

- A) How we perceive the food we eat. B) What ingredients the food contains.
C) When we eat our meals. D) How fast we eat our meals.

57. What would happen at meal time if you remembered eating a lot in the previous meal?

- A) You would probably be more picky about food.
B) You would not feel like eating the same food.
C) You would have a good appetite. D) You would not feel so hungry.

58. What do we learn from the 2011 study?

- A) Food labels may mislead consumers in their purchases.
B) Food labels may influence our body's response to food.
C) Hunger levels depend on one's consumption of calories.
D) People tend to take in a lot more calories than necessary.

59. What does Brunstrom suggest we do to control our appetite?

- A) Trick ourselves into eating less. B) Choose food with fewer calories.
C) Concentrate on food while eating. D) Pick dishes of the right size.

60. What is the main idea of the passage?

- A) Eating distractions often affect our food digestion.
B) Psychological factors influence our hunger levels.
C) Our food intake is determined by our biological needs.
D) Good eating habits will contribute to our health.

Passage Two

Questions 61 to 65 are based on the following passage.

As a society we might want to rethink the time and money spent on education, so that these resources can benefit a greater percentage of the population. Ideally, both high schools and colleges can prepare individuals for the ever-changing roles that are likely to be expected of them.

High school degrees offer far less in the way of preparation for work than they might, or than many other nations currently offer, creating a growing skills gap in our economy. We encourage students to go on to college whether they are prepared or not, or have a clear sense of purpose or interest, and now have the highest college dropout rate in the world.

We might look to other countries for models of how high schools can offer better training, as well as the development of a work ethic(职业道德) and the intellectual skills needed for continued learning and development. I

recommend Harvard's 2011 "Pathways to Prosperity" report for more attention to the "forgotten half" (those who do not go on to college) and ideas about how to address this issue.

Simultaneously, the liberal arts become more important than ever. In a knowledge economy where professional roles change rapidly and many college students are preparing for positions that may not even exist yet, the skill set needed is one that prepares them for change and continued learning.

Learning to express ideas well in both writing and speech, knowing how to find information, and knowing how to do research are all solid background skills for a wide variety of roles, and such training is more important than any particular major in a liberal arts college. We need to continue to value broad preparation in thinking skills that will serve for a lifetime.

Students also need to learn to work independently and to make responsible decisions. The lengthening path to adulthood appears exacerbated(□□) by parental involvement in the college years. Given the rising investment in college education, parental concern is not surprising, but learning where and when to intervene(□□) will help students take more ownership of the outcomes of these increasingly costly educations.

61. What kind of education does the author think is ideal?

- A) It benefits the great majority of the general population.
- B) It prepares students to meet the future needs of society.
- C) It encourages students to learn throughout their lives.
- D) It ensures that students' expectations are successfully fulfilled.

62. What does the author say is the problem with present high school education?

- A) Ignoring the needs of those who don't go to college.
- B) Teaching skills to be used right after graduation only.
- C) Giving little attention to those having difficulty learning.
- D) Creating the highest dropout rate in the developed world.

63. What characterizes a knowledge economy according to the passage?

- A) People have to receive higher education to qualify for a professional position.
- B) Students majoring in liberal arts usually have difficulty securing a job.
- C) New positions are constantly created that require people to keep learning.
- D) Colleges find it hard to teach students how to cope with the changing economy.

64. What does the author think a liberal arts college should focus on?

- A) Solid background knowledge in a particular field.
- B) Practical skills urgently needed in current society.
- C) Basic skills needed for change and lifelong learning.
- D) Useful thinking skills for advanced academic research.

65. What suggestion does the author offer to parents?

- A) Rethinking the value of higher education.
- B) Investing wisely in their children's education.

- C) Helping their children to bring their talent into full play.
- D) Avoiding too much intervention in their children's education.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

A recent global survey of 2000 high-net-worth individuals found that 60% were not planning on a traditional retirement. Among US participants, 75% expected to continue working in some capacity even after stepping away from full-time jobs. "Many of these people made their wealth by doing something they're passionate(□□□□) about," says Daniel Egan, head of behavioral finance for Barclays Wealth Americas. "Given the choice, they prefer to continue working." Barclays calls these people "nevertirees."

Unlike many Americans compelled into early retirement by company restrictions, the average nevertiree often has no one forcing his hand. If 106-year-old investor Irving Kahn, head of his own family firm, wants to keep coming to work every day, who's going to stop him? Seventy-eight-year-old Supreme Court Justice Ruth Bader Ginsburg's job security is guaranteed in the Constitution.

It may seem that these elderly people are trying to cheat death. In fact, they are. And it's working. Howard Friedman, a professor at UC Riverside, found in his research that those who work hardest and are successful in their careers often live the longest lives. "People are generally being given bad advice to slow down, take it easy, stop worrying, and retire to Florida," he says. He described one study participant, still working at the age of 100, who was recently disappointed to see his son retire.

"We're beginning to see a change in how people view retirement," says George Leeson, co-director of the Institute of Population Ageing at Oxford. Where once retirement was seen as a brief reward after a long struggle through some miserable job, it is now akin(□□) to being cast aside. What Leeson terms "the Warren Buffett effect" is becoming more broadly appealing as individuals come to "view retirement as not simply being linked to economic productivity but also about contribution."

Observers are split on whether this is a wholly good thing. On the one hand, companies and financial firms can benefit from the wisdom of a resilient(□□□) chief. On the other, the new generation can find it more difficult to advance - an argument that typically holds little sway to a nevertiree.

56. What do we learn about the so-called "nevertirees"?
- A) They are passionate about making a fortune.
 - B) They have no choice but to continue working.
 - C) They love what they do and choose not to retire.
 - D) They will not retire unless they are compelled to.
57. What do Irving Kahn and Ruth Bader Ginsburg have in common?
- A) Neither of them is subject to forced retirement.
 - B) Neither of them desires reward for their work.
 - C) Both cling to their positions despite opposition.
 - D) Both are capable of coping with heavy workloads.
58. What is the finding of Howard Friedman's research?
- A) The harder you work, the bigger your fortune will be.
 - B) The earlier you retire, the healthier you will be.
 - C) Elderly people have to slow down to live longer.
 - D) Working at an advanced age lengthens people's life.
59. What is the traditional view of retirement according to the passage?
- A) It means a burden to the younger generation.
 - B) It is a symbol of a mature and civilized society.
 - C) It is a compensation for one's life-long hard work.
 - D) It helps increase a nation's economic productivity.
60. What do critics say about "nevertirees"?
- A) They are an obstacle to a company's development.
 - B) They lack the creativity of the younger generation.
 - C) They cannot work as efficiently as they used to.
 - D) They prevent young people from getting ahead.

Passage Two

Questions 61 to 65 are based on the following passage.

When we talk about Americans barely into adulthood who are saddled with unbearable levels of debt, the conversation is almost always about student loan debt. But there's a growing body of evidence suggesting that today's young adults are also drowning in credit-card debt and that many of them will take this debt to their graves.

More than 20% overspent their income by more than \$100 every single month. Since they haven't built up their credit histories yet, it's a safe bet that these young adults are paying relatively high interest rates on the resulting credit card debt.

Although many young people blame "socializing" as a barrier to saving money, most of them aren't knocking back \$20 drinks in trendy(□□□) lounges. They're struggling with much more daily financial demands.

To a disturbingly large extent, the young and the broke are relying on credit cards to make it until their next payday. This obviously isn't sustainable in the long run, and it's going to put a huge drag on their spending power even after they reach their peak earning years, because they'll still be paying interest on that bottle of orange juice or box of spaghetti(□□□□) they bought a decade earlier.

A new study out of Ohio State University found that young adults are accumulating credit card debt at a more rapid rate than other age groups, and that they're slower at paying it off. "If what we found continues to hold true, we may have more elderly people with substantial financial problems in the future," warns Lucia Dunn, professor of economics at Ohio State. "If our findings persist, we may be faced with a financial crisis among elderly people who can't pay off their credit cards."

Dunn says a lot of these young people are never going to get out from under their credit card debt. "Many people are borrowing on credit cards so heavily that payoff rates at these levels are not sufficient to recover their credit card debt by the end of their life, which could have loss implications for the credit card issuing banks."

61. What is the main idea of the first paragraph?

- A) Many young Americans will never be able to pay off their debts.
- B) Credit cards play an increasingly important role in college life.
- C) Credit cards are doing more harm than student loans.
- D) The American credit card system is under criticism.

62. Why do young people have to pay a higher interest on their credit card debt?

- A) They tend to forget about the deadlines. B) They haven't developed a credit history.
- C) They are often unable to pay back in time. D) They are inexperienced in managing money.

63. What is said to be the consequence of young adults relying on credit cards to make ends meet?

- A) It will place an unnecessary burden on society.
- B) It will give them no motivation to work hard.
- C) It will exert psychological pressure on them.
- D) It will affect their future spending power.

64. What will happen to young adults if their credit card debt keeps accumulating according to Lucia Dunn?

- A) They will have to pay an increasingly higher interest rate.
- B) They may experience a financial crisis in their old age.
- C) Their quality of life will be affected. D) Their credit cards may be cancelled.

65. What does Lucia Dunn think might be a risk for the credit card issuing banks?

- A) They go bankrupt as a result of over-lending.
- B) They lose large numbers of their regular clients.

- C) Their clients leave their debts unpaid upon death.
- D) Their interest rates have to be reduced now and then.

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Passage One

Questions 56 to 60 are based on the following passage.

A new study shows a large gender gap on economic policy among the nation's professional economists, a divide similar to the gender divide found in the general public.

"As a group, we are pro-market," says Ann Mari May, co-author of the study and a University of Nebraska economist. "But women are more likely to accept government regulation and involvement in economic activity than our male colleagues."

"It's very puzzling," says free market economist Veronique de Rugy of the Mercatus Center at George Mason University. "Not a day goes by that I don't ask myself why there are so few women economists on the free market side."

A native of France, de Rugy supported government intervention(□□) early in her life but changed her mind after studying economics. "We want many of the same things as liberals-less poverty, more health care-but have radically different ideas on how to achieve it."

Liberal economist Dean Baker, co-founder of the Center for Economic Policy and Research, says male economists have been on the inside of the profession, confirming each other's anti-regulation views. Women, as outsiders, "are more likely to think independently or at least see people outside of the economics profession as forming their peer group," he says.

The gender balance in economics is changing. One-third of economics doctorates(□□□□) now go to women. "More diversity is needed at the table when public policy is discussed," May says.

Economists do agree on some things. Female economists agree with men that Europe has too much regulation and that Wal-mart is good for society. Male economists agree with their female colleagues that military spending is too high.

The genders are most divorced from each other on the question of equality for women. Male economists overwhelmingly think the wage gap between men and women is largely the result of individuals' skills, experience and voluntary choices. Female economists overwhelmingly disagree by a margin of 4-to-1.

The biggest disagreement: 76% of women say faculty opportunities in economics favor men. Male economists point the opposite way: 80% say women are favored or the process is neutral.

56. What is the finding of the new study?

- A) The gender divide is a big concern of the general public.
- B) Men and women understand economics quite differently.
- C) The gap between male and female economists needs to be closed.
- D) Male and female economists disagree widely on economic policy.

57. What does Ann Mari May say about female economists?

- A) They are strongly against male domination in the economics profession.
- B) They tend to support government intervention in economic activity.
- C) They usually play an active role in public policy-making.
- D) They are mostly strong advocates of free market economy.

58. What do we learn about economist Veronique de Rugy?

- A) She represents most female economists' standpoint.
- B) She devotes herself to eliminating women's poverty.
- C) Her study of economics changed her view on government's role in economic activities.
- D) Her academic background helped her get into the inner circle of the economics profession.

59. What does Ann Mari May imply about public policy-making?

- A) More female economists should get involved.
- B) It should do justice to female economists' studies.
- C) More attention should be paid to women's rights.
- D) It should aim at sustainable development.

60. On what issue do male and female economists differ most?

- A) Government regulation. B) Job creation. C) Military spending. D) Gender equality.

Passage Two

Questions 61 to 65 are based on the following passage.

The number of postgraduate students travelling from non-EU countries to study at UK universities has fallen for the first time in 16 years, fuelling fears that the government's immigration crackdown is discouraging thousands of the brightest students from continuing their studies in Britain.

Jo Beall, British Council director of education and society, said the fall would cause alarm among UK vice-chancellors(大学校长). "The sector was expecting a decline in growth, but the actual reduction in postgraduate numbers is of real concern as international students make up the majority of numbers in many postgraduate courses and research teams in science,

technology, engineering and mathematics."

"Attracting the brightest and most ambitious postgraduate and research students is critical if the UK is to maintain its quality reputation for research," Beall said.

Universities get a third of their tuition () fee revenue from non-EU students. There is growing fear among vice-chancellors that this revenue - as well as the cultural, academic and economic benefit international students bring - is being put at risk.

Tim Westlake, director for the student experience at Manchester University, said students whose families relied on them working in the UK after their studies to gain experience and repay the fees were starting to look elsewhere.

Last month the home secretary, Theresa May, announced that embassy staff would interview more than 100 000 applicants in an attempt to prevent bogus () ones entering the country. She also said immigrants were responsible for pushing up UK house prices. The comments followed the introduction of new limitations on students' right to work during and after their studies.

Beall said: "Government statistics for the first time provide real evidence that the changes to UK visa regulations may have discouraged many students from applying to the UK, and in particular postgraduate students who are so important to the UK's research output. The UK enjoys an excellent reputation around the world for the high quality of our education system, so the government needs to ensure that institutions have all the support they need to attract international students who make a tremendous academic, cultural and economic contribution to the UK."

61. What has caused the decline of the number of non-EU postgraduates in the UK?

- A) The increase in tuition and fees. B) The ever-rising living expenses.
- C) Changed immigration policies. D) Universities' tightened budgets.

62. What is UK vice-chancellors' biggest concern?

- A) How to obtain financial support from the government.
- B) How to keep the academic reputation of their institutions.
- C) How to prevent bogus applicants entering their universities.
- D) How to stimulate the creativity of their research teams.

63. Why do UK universities try to attract postgraduate students from outside the EU?

- A) A substantial part of their revenue comes from non-EU students' tuition and fees.
- B) Non-EU postgraduate students are usually highly motivated.
- C) The number of UK postgraduate students has fallen sharply.
- D) Some of the postgraduate programmes are specially designed for non-EU students.

64. What were the expectations of some non-EU students' families?

- A) Their children could enjoy the UK's cultural benefits.
 - B) Their children could find well-paying jobs upon their return.
 - C) Their children could become established academically.
 - D) Their children could work in the UK after graduation.
65. What does Beall suggest the UK government should do?
- A) Allow promising international students to work in research teams.
 - B) Revise UK visa regulations to accommodate non-EU students.
 - C) Give universities adequate support to attract non-EU students.
 - D) Try to address the needs of international students in the UK.

2014 □ 6 □

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Passage One

Questions 56 to 60 are based on the following passage.

When young women were found to make only 82 percent of what their male peers do just one year out of college, many were at a loss to explain it.

All the traditional reasons put forward to interpret the pay gap - that women fall behind when they leave the workforce to raise kids, for example, or that they don't seek as many management roles - failed to justify this one. These young women didn't have kids yet. And because they were just one year removed from their undergraduate degrees, few of these women yet had the chance to go after (much less decline) leadership roles.

But there are other reasons why the pay gap remains so persistent. The first is that no matter how many women may be getting college degrees, the university experience is still an unequal one. The second is that our higher education system is not designed to focus on the economic consequences of our students' years on campus.

Now that women are the majority of college students and surpass men in both the number of undergraduate and advanced degrees awarded, one might think the college campus is a pretty equal place. It is not. Studies show that while girls do better than boys in high school, they start to trail off during their college years. They enroll in different kinds of classes, tend to major in less rigorous(□□□□) subjects, and generally head off with less ambitious plans.

As a result, it's not surprising that even the best educated young women enter the workplace with a slight disadvantage. Their college experience leaves them somewhat confused, still stumbling(□□) over the dilemmas their grandmothers' generation sought to destroy. Are they supposed to be pretty or smart? Strong or sexy(□□□)? All their lives, today's young women have been pushed to embrace both perfection and passion - to pursue science and sports, math and theater - and do it all as well as they possibly can. No wonder they are not negotiating for higher salaries as soon as they get out of school. They are too exhausted, and too scared of failing.

56. Traditionally, it is believed that women earn less than men because _____.
- A) they have failed to take as many rigorous courses
 - B) they do not feel as fit for management roles
 - C) they feel obliged to take care of their kids at home
 - D) they do not exhibit the needed leadership qualities
57. What does the author say about America's higher education system?
- A) It does not offer specific career counseling to women.
 - B) It does not consider its economic impact on graduates.
 - C) It does not take care of women students' special needs.
 - D) It does not encourage women to take rigorous subjects.
58. What does the author say about today's college experience?
- A) It is different for male and female students.
 - B) It is not the same as that of earlier generations.
 - C) It is more exhausting than most women expect.
 - D) It is not so satisfying to many American students.
59. What does the author say about women students in college?
- A) They have no idea how to bring out their best.
 - B) They drop a course when they find it too rigorous.
 - C) They are not as practical as men in choosing courses.
 - D) They don't perform as well as they did in high school.
60. How does the author explain the pay gap between men and women fresh from college?
- A) Women are too worn out to be ambitious.
 - B) Women are not ready to take management roles.
 - C) Women are caught between career and family.
 - D) Women are not good at negotiating salaries.

Passage Two

Questions 61 to 65 are based on the following passage.

Heading leadership literature, you'd sometimes think that everyone has the potential to be an effective leader.

I don't believe that to be true. In fact, I see way fewer truly effective leaders than I see people stuck in positions of leadership who are sadly incompetent and seriously misguided about their own abilities.

Part of the reason this happens is a lack of honest self-assessment by those who aspire to(□□) leadership in the first place.

We've all met the type of individual who simply must take charge. Whether it's a decision-making session, a basketball game, or a family outing, they can't help grabbing the lead dog position and clinging on to it for dear

life. They believe they're natural born leaders.

Truth is, they're nothing of the sort. True leaders don't assume that it's their divine(□□□) right, to take charge every time two or more people get together. Quite the opposite. A great leader will assess each situation on its merits, and will only take charge when their position, the situation, and/or the needs of the moment demand it.

Many business executives confuse leadership with action. They believe that constant motion somehow generates leadership as a byproduct. Faced with any situation that can't be solved by the sheer force of activity, they generate a dust cloud of impatience. Their one leadership tool is volume: if they think you aren't working as hard as they think you should, their demands become increasingly louder and harsher.

True leaders understand the value of action, of course, but it isn't their only tool. In fact, it isn't even their primary tool. Great leaders see more than everyone else: answers, solutions, patterns, problems, opportunities. They know it's vitally important to do, but they also know that thinking, understanding, reflection and interpretation are equally important.

If you're too concerned with outcomes to the extent that you manipulate and intimidate others to achieve those outcomes, then you aren't leading at all, you're dictating. A true leader is someone who develops his or her team so that they can and do hit their targets and achieve their goals.

61. What does the author think of the leaders he knows?

- A) Many of them are used to taking charge.
- B) Few of them are equal to their positions.
- C) Many of them fail to fully develop their potential.
- D) Few of them are familiar with leadership literature.

62. Why are some people eager to grab leadership positions?

- A) They believe they have the natural gift to lead.
- B) They believe in what leadership literature says.
- C) They have proved competent in many situations.
- D) They derive great satisfaction from being leaders.

63. What characterizes a great leader according to the author?

- A) Being able to take prompt action when chances present themselves.
- B) Having a whole-hearted dedication to their divine responsibilities.
- C) Having a full understanding of their own merits and weaknesses.
- D) Being able to assess the situation carefully before taking charge.

64. How will many business executives respond when their command fails to generate action?

- A) They reassess the situation at hand.
- B) They become impatient and rude.
- C) They resort to any tool available.
- D) They blame their team members.

65. What is the author's advice to leaders?

- A) Concentrate on one specific task at a time.
- B) Use different tools to achieve different goals.
- C) Build up a strong team to achieve their goals.

D) Show determination when faced with tough tasks.

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Passage One

Questions 56 to 60 are based on the following passage.

The question of whether our government should promote science and technology or the liberal arts in higher education isn't an either/or proposition(□□), although the current emphasis on preparing young Americans for STEM (science, technology, engineering, maths) related fields can make it seem that way.

The latest congressional report acknowledges the critical importance of technical training, but also asserts that the study of the humanities(□□□□) and social sciences must remain central components of America's educational system at all levels. Both areas are critical to producing citizens who can participate effectively in our democratic society, become innovative(□ □) leaders, and benefit from the spiritual enrichment that the reflection on the great ideas of mankind over time provides.

Parents and students who have invested heavily in higher education worry about graduates' job prospects as technological advances and changes in domestic and global markets transform professions in ways that reduce wages and cut jobs. Under these circumstances, it's natural to look for what may appear to be the most "practical" way out of the problem: "Major in a subject designed to get you a job" seems the obvious answer to some, though this ignores the fact that many disciplines in the humanities characterized as "soft" often, in fact, lead to employment and success in the long run. Indeed, according to surveys, employers have expressed a preference for students who have received a broadly-based education that has taught them to write well, think critically, research creatively, and communicate easily.

Moreover, students should be prepared not just for their first job, but for their 4th and 5th jobs, as there's little reason to doubt that people entering the workforce today will be called upon to play many different roles over the course of their careers. The ones who will do the best in this new environment will be those whose educations have prepared them to be flexible. The ability to draw upon every available tool and insight-picked up from science, arts, and technology-to solve the problems of the future, and take advantage of the opportunities that present themselves, will be helpful to them and the United States.

56. What does the latest congressional report suggest?
- A) STEM-related subjects help students find jobs in the information society.
 - B) The humanities and STEM subjects should be given equal importance.
 - C) The liberal arts in higher education help enrich students' spiritual life.
 - D) Higher education should be adjusted to the practical needs of society.
57. What is the main concern of students when they choose a major?
- A) Their interest in relevant subjects.
 - B) The academic value of the courses.
 - C) The quality of education to receive.
 - D) Their chances of getting a good job.
58. What does the author say about the so-called soft, subjects?
- A) They benefit students in their future life.
 - B) They broaden students' range of interests.
 - C) They improve students' communication skills.
 - D) They are essential to students' healthy growth.
59. What kind of job applicants do employers look for?
- A) Those who have a strong sense of responsibility.
 - B) Those who are good at solving practical problems.
 - C) Those who are likely to become innovative leaders.
 - D) Those who have received a well-rounded education.
60. What advice does the author give to college students?
- A) Seize opportunities to tap their potential.
 - B) Try to take a variety of practical courses.
 - C) Prepare themselves for different job options.
 - D) Adopt a flexible approach to solving problems.

Passage Two

Questions 61 to 65 are based on the following passage.

Energy independence. It has a nice ring to it, doesn't it? If you think so, you're not alone, because energy independence has been the dream of American presidents for decades, and never more so than in the past few years, when the most recent oil price shock has been partly responsible for kicking off the great recession.

"Energy independence" and its rhetorical(口 口 口) companion "energy security" are, however, slippery concepts that are rarely thought through. What is it we want independence from, exactly?

Most people would probably say that they want to be independent from imported oil. But there are reasons that we buy all that oil from elsewhere.

The first reason is that we need it to keep our economy running. Yes, there is a trickle(涓涓细流) of biofuel(生物燃料) available, and more may become available, but most biofuels cause economic waste and environmental destruction.

Second, Americans have basically decided that they don't really want to

produce all their own oil. They value the environmental quality they preserve over their oil imports from abroad. Vast areas of the United States are off-limits to oil exploration and production in the name of environmental protection. To what extent are Americans really willing to endure the environmental impacts of domestic energy production in order to cut back imports?

Third, there are benefits to trade. It allows for economic efficiency, and when we buy things from places that have lower production costs than we do, we benefit. And although you don't read about this much, the United States is also a large exporter of oil products, selling about 2 million barrels of petroleum products per day to about 90 countries.

There is no question that the United States imports a great deal of energy and, in fact, relies on that steady flow to maintain its economy. When that flow is interrupted, we feel the pain in short supplies and higher prices. At the same time, we derive massive economic benefits when we buy the most affordable energy on the world market and when we engage in energy trade around the world.

61. What does the author say about energy independence for America?

- A) It sounds very attractive. B) It ensures national security.
- C) It will bring oil prices down. D) It has long been everyone's dream.

62. What does the author think of biofuels?

- A) They keep America's economy running healthily.
- B) They prove to be a good alternative to petroleum.
- C) They do not provide a sustainable energy supply.
- D) They cause serious damage to the environment.

63. Why does America rely heavily on oil imports?

- A) It wants to expand its storage of crude oil.
- B) Its own oil reserves are quickly running out.
- C) It wants to keep its own environment intact.
- D) Its own oil production falls short of demand.

64. What does the author say about oil trade?

- A) It proves profitable to both sides. B) It improves economic efficiency.
- C) It makes for economic prosperity. D) It saves the cost of oil exploration.

65. What is the author's purpose in writing the passage?

- A) To justify America's dependence on oil imports.
- B) To arouse Americans' awareness of the energy crisis.
- C) To stress the importance of energy conservation.
- D) To explain the increase of international oil trade.



Passage One

Questions 56 to 60 are based on the following passage.

Hospitals, hoping to curb medical error, have invested heavily to put computers, smartphones and other devices into the hands of medical staff for instant access to patient data, drug information and case studies.

But like many cures, this solution has come with an unintended side effect: doctors and nurses can be focused on the screen and not the patient, even during moments of critical care. A poll showed that half of medical technicians had admitted texting during a procedure.

This phenomenon has set off an intensifying discussion at hospitals and medical schools about a problem perhaps best described as "distracted doctoring." In response, some hospitals have begun limiting the use of electronic devices in critical settings, while schools have started reminding medical students to focus on patients instead of devices.

"You justify carrying devices around the hospital to do medical records, but you can surf the Internet or do Facebook, and sometimes Facebook is more tempting," said Dr. Peter Papadakos at the University of Rochester Medical Center.

"My gut feeling(直觉) is lives are in danger," said Dr. Papadakos, "We're not educating people about the problem, and it's getting worse."

A survey of 439 medical technicians found that 55 percent of technicians who monitor bypass machines acknowledged that they had talked on cellphones during heart surgery. Half said they had texted while in surgery. The study concluded, "Such distractions have the potential to be disastrous."

Medical professionals have always faced interruptions from cellphones, and multitasking is simply a fact of life for many medical jobs. What has changed, say doctors, especially younger ones, is that they face increasing pressure to interact with their devices.

The pressure stems from a mantra(箴言) of modern medicine that patient care must be "data driven," and informed by the latest, instantly accessible information. By many accounts, the technology has helped reduce medical error by providing instant access to patient data or prescription details.

Dr. Peter Carmel, president of the American Medical Association, said technology "offers great potential in health care," but he added that doctors' first priority should be with the patient.

56. Why do hospitals equip their staff with computers, smartphones and other devices?

- A) To reduce medical error. B) To cope with emergencies.
 C) To facilitate administration. D) To simplify medical procedures.
57. What does the author refer to by "distracted doctoring"?
- A) The disservice done by modern devices to doctors, nurses, as well as patients.
 B) The tendency of medical institutions encouraging the use of modern devices.
 C) The problem of devices preventing doctors from focusing on their patients.
 D) The phenomenon of medical staff attending to personal affairs while working.
58. What does Dr. Peter Papadakos worry about?
- A) Medical students are not adequately trained to use modern technology.
 B) Doctors' interaction with their devices may endanger patients' lives.
 C) Doctors are relying too heavily on modern electronic technology.
 D) Pressures on the medical profession may become overwhelming.
59. Why do doctors feel increasing pressure to use modern devices?
- A) Patients trust doctors who use modern technology.
 B) Use of modern devices adds to hospitals' revenues.
 C) Data is given too much importance in patient care.
 D) Patients' data has to be revised from time to time.
60. What is Peter Carmel's advice to doctors?
- A) They follow closely the advances in medical science.
 B) They focus their attention on the patient's condition.
 C) They observe hospital rules and regulations.
 D) They make the best use of modern devices.

Passage Two

Questions 61 to 65 are based on the following passage.

I have closely watched my generation, known as the Millennials, for 29 years now, Joel Stem wrote an extensive piece on Millennials and he remains rather optimistic about our potential.

I hesitate to share his optimism because of a paradox(□□□□□) we seem to exhibit, namely, that there are more avenues for us to entertain ourselves than ever before, yet we are more bored than ever before.

Entertainment has never been more varied. We have more cable channels, television shows, and movies than ever before. Internet providers allow instant viewing of almost any movie or television program ever created. Social drinking and partying are also widely available for Millennials. Every generation develops these habits at a certain age, but Millennials seem to be extending this phase of life as they postpone marriage.

Some of this is undoubtedly due to The Great Recession. Millennials are having a difficult time finding jobs; only 47 percent of 16-to-24-year-olds are employed, the smallest share since government started recording data in 1948.

But do Millennials respond to these economic troubles by doing whatever it takes to make ends meet? Hardly. In fact, of the four generations Pew Research has data for, the Millennial generation does not cite work ethic(□□□□) as distinctive of itself. Millennials want to save the world, but they sit and wait for that world-changing opportunity to be handed to them. Instead of working 2-3 jobs, launching a business, or doing what it takes to succeed, they retreat. Millennials may be the first generation to have a lower standard of living than their parents, but with this response to adversity(□□), perhaps deservedly so.

Much ink has been spilled in management books discussing how to get the most out of these youths in the workplace. Largely, they come to the same conclusion; Millennials are entitled, over-confident, and expect too much too quickly. We should not be surprised. Today's young adults were raised by parents who made sure to boost their self-esteem at every turn, telling them they could achieve whatever they set their minds to, and handing out prizes for the sixth place.

61. What does the author of the passage think of Millennials?

- A) They show little interest in entertainment. B) They are not confident about their ability.
- C) They enjoy an easy life due to high technology.
- D) They may not have bright prospects for success.

62. How do Millennials feel about their life?

- A) They can hardly do anything about it. B) There is little in it to get excited about.
- C) It is not as good as their parents. D) It is full of opportunities for success.

63. In what way are Millennials different from previous generations according to Pew Research?

- A) They spend less time socializing. B) They are indifferent to others.
- C) They do not value hard work. D) They are more independent.

64. What should Millennials do according to the author?

- A) Remain optimistic in face of adversity. B) Start a business as early as possible.
- C) Make full use of new opportunities. D) Take action to change their situation.

65. Why are Millennials over-confident about themselves?

- A) They have been spoiled by their parents. B) They can always get whatever they expect.
- C) They are misguided by management books. D) They think they are young and energetic.

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Passage One

Questions 56 to 60 are based on the following passage.

Children are a delight. They are our future. But sadly, hiring someone to take care of them while you go to work is getting more expensive by the year.

Earlier this month, it was reported that the cost of enrolling an infant or small kid at a childcare center rose 3% in 2012, faster than the overall cost of living. There are now large strips of the country where daycare for an infant costs more than a tenth of the average married couple's income.

This is not necessarily a new trend, but it is a somewhat puzzling one. The price of professional childcare has been rising since the 1980s. Yet during that time, pay for professional childcare workers has stood still. Actually caregivers make less today, in real terms, than they did in 1990. Considering that labor costs are responsible for up to 80% of a daycare center's expenses, one would expect flat wages to have meant flat prices.

So who's to blame for higher childcare costs?

Childcare is a carefully regulated industry. States lay down rules about how many children each employee is allowed to watch over, the space care centers need per child, and other minute details. And the stricter the regulations, the higher the costs. If it has to hire a caregiver for every two children, it can't really achieve any economies of scale on labor to save money when other expenses go up. In Massachusetts, where childcare centers must hire one teacher for every three infants, the price of care averaged more than \$16,000 per year. In Mississippi, where centers must hire one teacher for every five infants, the price of care averaged less than \$5,000.

Unfortunately, I don't have all the daycare-center regulations handy. But I wouldn't be surprised if as the rules have become more elaborate, prices have risen. The tradeoff(□□) might be worth it in some cases; after all, the health and safety of children should probably come before cheap service. But certainly, it doesn't seem to be an accident that some of the cheapest daycare available is in the least regulated South.

56. What problem do parents of small kids have to face?

- A) The ever-rising childcare prices. B) The budgeting of family expenses.
 C) The balance between work and family. D) The selection of a good daycare center.
57. What does the author feel puzzled about?
 A) Why the prices of childcare vary greatly from state to state.
 B) Why increased childcare prices have not led to better service.
 C) Why childcare workers' pay has not increased with the rising childcare costs.
 D) Why there is a severe shortage of childcare professional in a number of states.
58. What prevent childcare centers from saving money?
 A) Steady increase in labor costs. B) Strict government regulations.
 C) Lack of support from the state. D) High administrative expenses.
59. Why is the average cost of childcare in Mississippi much lower than in Massachusetts?
 A) The overall quality of service is not as good.
 B) Payments for caregivers there are not as high.
 C) Living expenses there are comparatively low.
 D) Each teacher is allowed to care for more kids.
60. What is the author's view on daycare service?
 A) Caregivers should receive regular professional training.
 B) Less elaborate rules about childcare might lower costs.
 C) It is crucial to strike a balance between quality and costs.
 D) It is better for different states to learn from each other.

Passage Two

Questions 61 to 65 are based on the following passage.

Alex Pang's amusing new book *The Distraction Addiction* addresses those of us who feel panic without a cellphone or computer. And that, he claims, is pretty much all of us. When we're not online, where we spend four months annually, we're engaged in the stressful work of trying to get online.

The Distraction Addiction is not framed as a self-help book. It's a thoughtful examination of the danger of our computing overdose and a historical overview of how technological advances change consciousness. A "professional futurist", Pang urges an approach which he calls "contemplative(□□□) computing." He asks that you pay full attention to "how your mind and body interact with computers and how your attention and creativity are influenced by technology."

Pang's first job is to free you from common misconception that doing two things at once allows you to get more done. What is commonly called

multitasking is, in fact, switch-tasking, and its harmful effects on productivity are well documented. Pang doesn't advocate returning to a pre-internet world. Instead, he asks you to "take a more ecological(□□□) view of your relationships with technologies and look for ways devices or media may be making specific tasks easier or faster but at the same time making your work and life harder."

The Distraction Addiction is particularly fascinating on how technologies have changed certain field of labor - often for the worse. For architects, computer-aided design has become essential but in some ways has cheapened the design process. As one architect puts it, "Architecture is first and foremost about thinking... and drawing is a more productive way of thinking" than computer-aided design. Somewhat less amusing are Pang's solutions for kicking the Internet habit. He recommends the usual behavior-modification approaches, familiar to anyone who has completed a quit-smoking program. Keep logs to study your online profile and decide what you can knock out, download a program like Freedom that locks you out of your browser, or take a "digital Sabbath(□□□)"; "Unless you're a reporter or emergency-department doctor, you'll discover that your world doesn't fall apart when you go offline."

61. Alex Pang's new book is aimed for readers who _____.
A. find their work online too stressful B. go online mainly for entertainment
C. are fearful about using the cellphone or computer
D. can hardly tear themselves away from the Internet
62. What does Alex Pang try to do in his new book?
A. Offer advice on how to use the Internet effectively.
B. Warn people of the possible dangers of Internet use.
C. Predict the trend of future technological development.
D. Examine the influence of technology on the human mind.
63. What is the common view on multitasking?
A. It enables people to work more efficiently.
B. It is in a way quite similar to switch-tasking.
C. It makes people's work and life even harder.
D. It distracts people's attention from useful work.
64. What does the author think of computer-aided design?
A. It considerably cuts down the cost of building design.
B. It somewhat restrains architects' productive thinking.
C. It is indispensable in architects' work process.
D. It can free architects from laborious drawing.
65. What is Alex Pang's recommendation for Internet users?
A. They use the Internet as little as possible.
B. They keep a record of their computer use time.
C. They exercise self-control over their time online.
D. They entertain themselves online on off-days only.

Passage One

Questions 56 to 60 are based on the following passage.

The rise of the Internet has been one of the most transformative developments in human history, comparable in impact to the invention of the printing press and the telegraph. Over two billion people worldwide now have access to vastly more information than ever before, and can communicate with each other instantly, often using Web-connected mobile devices they carry everywhere. But the Internet's tremendous impact has only just begun.

"Mass adoption of the Internet is driving one of the most exciting social, cultural, and political transformations in history, and unlike earlier periods of change, this time the effects are fully global," Schmidt and Cohen write in their new book, *The New Digital Age*.

Perhaps the most profound changes will come when the five billion people worldwide who currently lack Internet access get online. The authors do an excellent job of examining the implications of the Internet revolution for individuals, governments, and institutions like the news media. But if the book has one major shortcoming, it's that the authors don't spend enough time applying a critical eye to the role of Internet businesses in these sweeping changes.

In their book, the authors provide the most authoritative volume to date that describes - and more importantly predicts - how the Internet will shape our lives in the coming decades. They paint a picture of a world in which individuals, companies, institutions, and governments must deal with two realities, one physical, and one virtual.

At the core of the book is the idea that "technology is neutral, but people aren't." By using this concept as a starting point, the authors aim to move beyond the now familiar optimist vs. pessimist dichotomy(□□□□) that has characterized many recent debates about whether the rise of the Internet will ultimately be good or bad for society. In an interview with *TIME* earlier this week, Cohen said although he and his co-author are optimistic about many aspects of the Internet, they're also realistic about the risks and dangers that lie ahead when the next five billion people come online, particularly with respect to personal privacy and state surveillance(□□).

56. In what way is the rise of the Internet similar to the invention of the printing press and the telegraph?

- A. It transforms human history.
- B. It facilitates daily communication.
- C. It is adopted by all humanity.
- D. It revolutionizes people's thinking.

57. How do Schmidt and Cohen describe the effects of the Internet?
A. They are immeasurable. B. They are worldwide.
C. They are unpredictable. D. They are contaminating.
58. In what respect is the book *The New Digital Age* considered inadequate?
A. It fails to recognize the impact of the Internet technology.
B. It fails to look into the social implications of the Internet.
C. It lacks an objective evaluation of the role of Internet businesses.
D. It does not address the technical aspects of Internet communication.
59. What will the future be like when everybody gets online?
A. People will be living in two different realities.
B. People will have equal access to information.
C. People don't have to travel to see the world.
D. People don't have to communicate face to face.
60. What does the passage say about the authors of *The New Digital Age*?
A. They leave many questions unanswered concerning the Internet.
B. They are optimistic about the future of the Internet revolution.
C. They have explored the unknown territories of the virtual world.
D. They don't take sides in analyzing the effects of the Internet.

Passage Two

Questions 61 to 65 are based on the following passage.

In 1950, a young man would have found it much easier than it is today to get and keep a job in the auto industry. And in that year the average autoworker could meet monthly mortgage(□□□□) payments on an average home with just 13.4 percent of his take-home pay. Today a similar mortgage would claim more than twice that share of his monthly earnings.

Other members of the autoworker's family, however, might be less inclined to trade the present for the past. His retired parents would certainly have had less economic security back then. Throughout much of the 1960s, more than a quarter of men and women age 65 and older lived below the poverty level, compared to less than 10 percent in 2010.

In most states, his wife could not have taken out a loan or a credit card in her own name. In 42 states, a homemaker had no legal claim on the earnings of her husband. And nowhere did a wife have legal protection against family violence.

Most black workers would not want to return to a time when, on average, they earned 40 percent less than their white counterparts(□□□□□□), while racially restrictive agreements largely prevented them from buying into the suburban neighborhoods being built for white working-class families.

Today, new problems have emerged in the process of resolving old ones,

but the solution is not to go back to the past. Some people may long for an era when divorce was still hard to come by. The spread of no-fault divorce has reduced the bargaining power of whichever spouse is more interested in continuing the relationship. And the breakup of such marriages has caused pain for many families.

The growing diversity of family life comes with new possibilities as well as new challenges. According to a recent poll, more than 80 percent of Americans believe that their current family is as close as the one in which they grew up, or closer. Finding ways to improve the lives of the remaining 20 percent seems more realistic than trying to restore an imaginary golden age.

61. What do we learn about American autoworkers in 1950?

- A. They had less job security than they do today.
- B. It was not too difficult for them to buy a house.
- C. Their earnings were worth twice as much as today.
- D. They were better off than workers in other industries.

62. What does the author say about retired people today?

- A. They invariably long to return to the golden past.
- B. They do not depend so much on social welfare.
- C. They feel more secure economically than in the past.
- D. They are usually unwilling to live with their children.

63. Why couldn't black workers buy a house in a white suburban neighborhood?

- A. They lacked the means of transportation.
- B. They were subjected to racial inequality.
- C. They were afraid to break the law.
- D. They were too poor to afford it.

64. What is the result of no-fault divorce?

- A. Divorce is easier to obtain.
- B. Domestic violence is lessened.
- C. It causes little pain to either side.
- D. It contributes to social unrest.

65. What does the author suggest society do?

- A. Get prepared to face any new challenges.
- B. Try to better the current social security net.
- C. Narrow the gap between blacks and whites.
- D. Improve the lives of families with problems.

□□□

Passage One

Questions 56 to 60 are based on the following passage.

New Yorkers are gradually getting used to more pedaling passengers on those blazing blue Citi Bikes. But what about local bike shops? Is Citi Bike rolling up riders at their expense? At Gotham Bikes in Tribeca, manager W. Ben said the shop has seen an increase in its overall sales due to the bike-share program. "It's getting more people on the road," he said. James Ryan, an employee at Danny's Cycles in Gramercy said Citi Bike is a good option for people to ease into biking in a city famed for its traffic jams and aggressive drivers. "They can try out a bike without committing to buying one," he said.

Rentals are not a big part of the business at either Gotham Bikes or Danny's Cycles. But for Frank's Bike Shop, a small business on Grand St., the bike-share program has been bad news. Owner Frank Arroyo said his rental business has decreased by 90% since Citi Bike was rolled out last month. Arroyo's main rental customers are European tourists, who have since been drawn away by Citi Bikes.

However, Ben said the bike-share is good for bike sales at his shop. "People have used the bike-share and realized how great it is to bike in the city, then decide that they want something nicer for themselves," he noted.

Christian Farrell of Waterfront Bicycle Shop, on West St. just north of Christopher St., said initially he was concerned about bike-share, though, he admitted, "I was happy to see people on bikes."

Farrell's early concerns were echoed by Andrew Crooks, owner of NYC Velo, at 64 Second Ave. "It seemed like a great idea, but one that would be difficult to implement," Crooks said of Citi Bike. He said he worried about inexperienced riders' lack of awareness of biking rules and strong negative reaction from non-cyclists. However, he said, it's still too early to tell if his business has been impacted.

While it's possible bike-share will cause a drop in business, Crooks allowed that the idea is a positive step forward for New York City.

56. What is the author's chief concern about the increasing use of Citi Bikes in New York?

- A) How non-cyclists will respond to it.
- B) Whether local bike shops will suffer.
- C) Whether local bike businesses will oppose it.
- D) How the safety of bike riders can be ensured.

57. What happened to Gotham Bikes as a result of the bike-share program?

- A) It found its bike sales unaffected.
- B) It shifted its business to rentals.
- C) It saw its bike sales on the rise.
- D) It rented more bikes to tourists.

58. Why is the bike-share program bad news for Frank's Bike Shop?

- A) It cannot meet the demand of the bike-share program.
- B) Its customers have been drawn away by Citi Bikes.
- C) Its bike prices have to be lowered again and again.
- D) It has to compete with the city's bike rental shops.

59. Why did Andrew Crooks think that the bike-share program would be difficult to execute?

- A) Inexperienced riders might break biking rules.

- B) Conflicts might arise among bike rental shops.
 - C) Traffic conditions might worsen in the downtown area.
 - D) There are not enough lanes to accommodate the bikes.
60. What is the general attitude of the local bike shops towards Citi Bike?
- A) Wait and see. B) Negative. C) Indifferent. D) Approving.

Passage Two

Questions 61 to 65 are based on the following passage.

Various studies have shown that increased spending on education has not led to measurable improvements in learning. Between 1980 and 2008, staff and teachers at U.S. public schools grew roughly twice as fast as students. Yet students showed no additional learning in achievement tests.

Universities show similar trends of increased administration personnel and costs without greater learning, as documented in Richard Arum and Josipa Roksa's recent book *Academically Adrift: Limited Learning on College Campuses*.

A survey shows that 63% of employers say that recent college graduates don't have the skills they need to succeed and 25% of employers say that entry-level writing skills are lacking.

Some simplistically attribute the decline in our public education system to the drain of the skilled students by private schools, but far more significant events were at work.

Public schools worked well until about the 1970s. In fact, until that time, public schools provided far better education than private ones. It was the underperforming students who were thrown out of public schools and went to private ones.

A prominent reason public schools did well was that many highly qualified women had few options for working outside the house other than being teachers or nurses. They accepted relatively low pay, difficult working conditions, and gave their very best.

Having such a large supply of talented women teachers meant that society could pay less for their services. Women's liberation opened up new professional opportunities for women, and, over time, some of the best left teaching as a career option, bringing about a gradual decline in the quality of schooling.

Also around that time, regulations, government, and unions came to dictate pay, prevent adjustments, and introduce bureaucratic() standard for adjustment. Large education bureaucracies and unions came to dominate the landscape, confusing activity with achievement. Bureaucrats regularly rewrite curriculums, talk nonsense about the theories of education, and

require ever more administrators. The end result had been that, after all the spending, students have worse math and reading skills than both their foreign peers and earlier generations spending far less on education - as all the accumulating evidence now documents.

61. What do we learn from various studies on America's public education?

- A) Achievement tests have failed to truly reflect the quality of teaching.
- B) Public schools lack the resources to compete with private schools.
- C) Little improvement in education has resulted from increased spending.
- D) The number of students has increased much faster than that of teachers.

62. How do some people explain the decline in public education?

- A) Government investment does not meet school's needs.
- B) Skilled students are moving for private schools.
- C) Qualified teachers are far from adequately paid.
- D) Training of students' basic skills is neglected.

63. What was significant contribution to the past glory of public schools?

- A) Well-behaved students. B) Efficient administration.
- C) Talented women teachers. D) Generous pay for teachers.

64. Why did some of the best women teachers leave teaching?

- A) New career opportunities were made available to them by women's liberation.
- B) Higher academic requirements made it difficult for them to stay in their jobs.
- C) They were unhappy with the bureaucratic administration in their schools.
- D) The heavy teaching loads left them little time and energy for family life.

65. What does the author think is one of the results of government involvement in education?

- A) Increasing emphasis on theories of education.
- B) Highly standardized teaching methods.
- C) Students' improved academic performance.
- D) An ever-growing number of administrators.

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Passage One

Questions 56 to 60 are based on the following passage.

If you think a high-factor sunscreen(□□□) keeps you safe from harmful rays, you may be wrong. Research in this week's Nature shows that while factor 50 reduces the number of melanomas(□□) and delays their occurrence, it can't prevent them. Melanomas are the most aggressive skin cancers. You have a higher risk if you have red or blond hair, fair skin, blue or green eyes, or sunburn easily, or if a close relative has had one. Melanomas are more common if you have periodic intense exposure to the sun. Other skin cancers are increasingly likely with long-term exposure.

There is continuing debate as to how effective sunscreen is in reducing melanomas - the evidence is weaker than it is for preventing other types of skin cancer. A 2011 Australian study of 1,621 people found that people randomly selected to apply sunscreen daily had half the rate of melanomas of people who used cream as needed. A second study, comparing 1,167 people with melanomas to 1,101 who didn't have the cancer, found that using sunscreen routinely, alongside other protection such as hats, long sleeves or staying in shade, did give some protection. This study said other forms of sun protection - not sunscreen - seemed most beneficial. The study relied on people remembering what they had done over each decade of their lives, so it's not entirely reliable. But it seems reasonable to think sunscreen gives people a false sense of security in the sun.

Many people also don't use sunscreen properly - applying insufficient amounts, failing to reapply after a couple of hours and staying in the sun too long. It is sunburn that is most worrying - recent research shows five episodes of sunburn in the teenage years increases the risk of all skin cancers.

The good news is that a combination of sunscreen and covering up can reduce melanoma rates, as shown by Australian figures from their slip-slop-slap campaign. So if there is a heat wave this summer, it would be best for us, too, to slip on a shirt, slop on(□□) sunscreen and slap on a hat.

56. What is people's common expectation of a high-factor sunscreen?

- A. It will delay the occurrence of skin cancer. B. It will protect them from sunburn.
C. It will keep their skin smooth and fair. D. It will work for people of any skin color.
57. What does the research in Nature say about a high-factor sunscreen?
A. It is ineffective in preventing melanomas. B. It is ineffective in case of intense sunlight.
C. It is ineffective with long-term exposure. D. It is ineffective for people with fair skin.
58. What do we learn from the 2011 Australian study of 1,621 people?
A. Sunscreen should be applied alongside other protection measures.
B. High-risk people benefit the most from the application of sunscreen.
C. Irregular application of sunscreen does women more harm than good.
D. Daily application of sunscreen helps reduce the incidence of melanomas.
59. What does the author say about the second Australian study?
A. It misleads people to rely on sunscreen for protection.
B. It helps people to select the most effective sunscreen.
C. It is not based on direct observation of the subjects.
D. It confirms the results of the first Australian study.
60. What does the author suggest to reduce melanoma rates?
A. Using both covering up and sunscreen. B. Staying in the shade whenever possible.
C. Using covering up instead of sunscreen. D. Applying the right amount of sunscreen.

Passage Two

Questions 61 to 65 are based on the following passage.

Across the rich world, well-educated people increasingly work longer than the less-skilled. Some 65% of American men aged 62-74 with a professional degree are in the workforce, compared with 32% of men with only a high-school certificate. This gap is part of a deepening divide between the well-educated well-off and the unskilled poor. Rapid technological advance has raised the incomes of the highly skilled while squeezing those of the unskilled. The consequences, for individuals and society, are profound.

The world is facing an astonishing rise in the number of old people, and they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the 20th century, when greater longevity() translated into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth,

while the swelling ranks of pensioners will create government budget problems.

But the notion of a sharp division between the working young and the idle old misses a new trend, the growing gap between the skilled and the unskilled. Employment rates are falling among younger unskilled people, whereas older skilled folk are working longer. The divide is most extreme in America, where well-educated baby-boomers() are putting off retirement while many less-skilled younger people have dropped out of the workforce.

Policy is partly responsible. Many European governments have abandoned policies that used to encourage people to retire early. Rising life expectancy(), combined with the replacement of generous defined-benefit pension plans with less generous defined-contribution ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and those people continue to reap rich rewards into old age because these days the educated elderly are more productive than the preceding generation. Technological change may well reinforce that shift: the skills that complement computers, from management knowhow to creativity, do not necessarily decline with age.

61. What is happening in the workforce in rich countries?

A. Younger people are replacing the elderly. B. Well-educated people tend to work longer.

C. Unemployment rates are rising year after year.

D. People with no college degree do not easily find work.

62. What has helped deepen the divide between the well-off and the poor?

A. Longer life expectancies. B. A rapid technological advance.

C. Profound changes in the workforce. D. A growing number of the well-educated.

63. What do many observers predict in view of the experience of the 20th century?

A. Economic growth will slow down. B. Government budgets will increase.

C. More people will try to pursue higher education.

D. There will be more competition in the job market.

64. What is the result of policy changes in European countries?

A. Unskilled workers may choose to retire early.

B. More people have to receive in-service training.

C. Even wealthy people must work longer to live comfortably in retirement.

D. People may be able to enjoy generous defined-benefits from pension plans.

65. What is characteristic of work in the 21st century?

A. Computers will do more complicated work. B. More will be taken by the educated young.

C. Most jobs to be done will be creative ones. D. Skills are highly valued regardless of age.

Passage One

Questions 56 to 60 are based on the following passage.

Some of the world's most significant problems never hit headlines. One example comes from agriculture. Food riots and hunger make news. But the trend lying behind these matters is rarely talked about. This is the decline in the growth in yields of some of the world's major crops. A new study by the University of Minnesota and McGill University in Montreal looks at where and how far this decline is occurring.

The authors take a vast number of data points for the four most important crops: rice, wheat, corn and soyabeans(大豆). They find that on between 24% and 39% of all harvested areas, the improvement in yields that took place before the 1980s slowed down in the 1990s and 2000s.

There are two worrying features of the slowdown. One is that it has been particularly sharp in the world's most populous(人口最多) countries, India and China. Their ability to feed themselves has been an important source of relative stability both within the countries and on world food markets. That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

Second, yield growth has been lower in wheat and rice than in corn and soyabeans. This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed. Corn and soyabeans are more important as feed grains. The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

Instead, it says, thanks to slowing population growth, land currently ploughed up for crops might be able to revert(恢复) to forest or wilderness. This could happen. The trouble is that the forecast assumes continued improvements in yields which may not actually happen.

56. What does the author try to draw attention to?

A. Food riots and hunger in the world. B. News headlines in the leading media.

C. The decline of the grain yield growth. D. The food supply in populous countries.

57. Why does the author mention India and China in particular?

A. Their self-sufficiency is vital to the stability of world food markets.

B. Their food yields have begun to decrease sharply in recent years.

C. Their big populations are causing worldwide concerns.

D. Their food self-sufficiency has been taken for granted.

58. What does the new study by the two universities say about recent crop improvement efforts?

A. They fail to produce the same remarkable results as before the 1980s.

B. They contribute a lot to the improvement of human food production.

C. They play a major role in guaranteeing the food security of the world.

D. They focus more on the increase of animal feed than human food grains.

59. What does the Food and Agriculture Organisation say about world food production in the coming decades?

A. The growing population will greatly increase the pressure on world food supplies.

B. The optimistic prediction about food production should be viewed with caution.

C. The slowdown of the growth in yields of major food crops will be reversed.

D. The world will be able to feed its population without increasing farmland.

60. How does the author view the argument of the Food and Agriculture Organisation?

A. It is built on the findings of a new study. B. It is based on a doubtful assumption.

C. It is backed by strong evidence. D. It is open to further discussion.

Passage Two

Questions 61 to 65 are based on the following passage.

The endless debate about "work-life balance" often contains a hopeful footnote about stay at home dads. If American society and business won't make it easier on future female leaders who choose to have children, there is still the ray of hope that increasing numbers of full-time fathers will. But based on today's socioeconomic trends, this hope is, unfortunately, misguided.

It's true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it's still very small: only 0.8% of married couples where the stay-at-home father was out of the labor force for a year. Even that percentage is likely inflated by men thrust into their caretaker role by a downsizing. This is simply not a large enough group to reduce the

social stigma(□□) and force other adjustments necessary to supporting men in this decision, even if only work more than their family.

Even shorter times away from work for working fathers are already difficult. A study found that 85% of new fathers take some time off after the birth of a child - but for all but a few, it's a week or two at most. Meanwhile, the average for women who take leave is more than 10 weeks.

Such choices impact who moves up in the organization. While you're away, someone else is doing your work, making your sales, taking care of your customers. That can't help you at work. It can only hurt you. Women, of course, face the same issues of returning after a long absence. But with many more women than men choosing to leave the workforce entirely to raise families, returning from an extended parental leave doesn't raise as many eyebrows as it does for men.

Women would make more if they didn't break their earning trajectory(□□) by leaving the workforce, or if higher-paying professions were more family friendly. In the foreseeable future, stay at home fathers may make all the difference for individual families, but their presence won't reduce the numbers of high potential women who are forced to choose between family and career.

61. What gives women a ray of hope to achieve work life balance?

- A. More men taking an extended parental leave.
- B. People's changing attitudes towards family.
- C. More women entering business management.
- D. The improvement of their socioeconomic status.

62. Why does the author say the hope for more full-time fathers is misguided?

- A. Women are better at taking care of children.
- B. Many men value work more than their family.
- C. Their number is too small to make a difference.
- D. Not many men have the chance to stay at home.

63. Why do few men take a long parental leave?

- A. A long leave will have a negative impact on their career.
- B. They just have too many responsibilities to fulfill at work.
- C. The economic loss will be too much for their family to bear.
- D. They are likely to get fired if absent from work for too long.

64. What is the most likely reaction to men returning from an extended parental leave?

- A. Jealousy. B. Surprise. C. Admiration. D. Sympathy.

65. What does the author say about high-potential women in the not-too-distant future?

- A. They will benefit from the trend of more fathers staying at home.
- B. They will find high-paying professions a bit more family-friendly.
- C. They are unlikely to break their career trajectory to raise a family.
- D. They will still face the difficult choice between career and children.



Passage One

Questions 56 to 60 are based on the following passage.

Passage Two

Questions 61 to 65 are based on the following passage.

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Passage One

Questions 56 to 60 are based on the following passage.

When it's five o'clock, people leave their office. The length of the workday, for many workers, is defined by time. They leave when the clock tells them they're done.

These days, the time is everywhere, not just on clocks or watches, but on cell-phones and computers. That may be a bad thing, particularly at work. New research shows that clock-based work schedules hinder morale(□□) and creativity.

Clock-timers organize their day by blocks of minutes and hours. For example: a meeting from 9 a. m. to 10 a. m., research from 10 a. m. to noon, etc. On the other hand, task-timers have a list of things they want to accomplish. They work down the list, each task starts when the previous task is completed. It is said that all of us employ a mix of both these types of planning.

What, then, are the effects of thinking about time in these different ways? Does one make us more productive? Better at the tasks at hand? Happier? In experiments conducted by Tamar Avnet and Anne-Laure Sellier, they had participants organize different activities - from project planning, holiday shopping, to yoga - by time or to-do list to measure how they performed under "clock time" vs "task time." They found clock timers to be more efficient but less happy because they felt little control over their lives. Task timers are happier and more creative, but less productive. They tend to enjoy the moment when something good is happening, and seize opportunities that come up.

The researchers argue that task-based organizing tends to be undervalued and under-supported in business culture. Smart companies, they believe, will try to bake more task-based planning into their strategies.

This might be a small change to the way we view work and the office, but the researchers argue that it challenges a widespread characteristic of the economy: work organized by clock time. While most people will still probably

need, and be, to some extent, clock-timers, task-based timing should be used when performing a job that requires more creativity. It'll make those tasks easier, and the task-doers will be happier.

56. What does the author think of time displayed everywhere?

- A) It makes everybody time-conscious.
- B) It is a convenience for work and life.
- C) It may have a negative effect on creative work.
- D) It clearly indicates the fast pace of modern life.

57. How do people usually go about their work according to the author?

- A) They combine clock-based and task-based planning.
- B) They give priority to the most urgent task on hand.
- C) They set a time limit for each specific task.
- D) They accomplish their tasks one by one.

58. What did Tamar Avnet and Anne-Laure Sellier find in their experiments about clock-timers?

- A) They seize opportunities as they come up.
- B) They always get their work done in time.
- C) They have more control over their lives.
- D) They tend to be more productive.

59. What do the researchers say about today's business culture?

- A) It does not support the strategies adopted by smart companies.
- B) It does not attach enough importance to task-based practice.
- C) It places more emphasis on work efficiency than on workers' lives.
- D) It aims to bring employees' potential and creativity into full play.

60. What do the researchers suggest?

- A) Task-based timing is preferred for doing creative work.
- B) It is important to keep a balance between work and life.
- C) Performing creative jobs tends to make workers happier.
- D) A scientific standard should be adopted in job evaluation.

Passage Two

Questions 61 to 65 are based on the following passage.

Martha Stewart was charged, tried and convicted of a crime in 2004. As she neared the end of her prison sentence, a well-known columnist wrote that she was "paying her dues," and that "there is simply no reason for anyone to attempt to deny her right to start anew."

Surely, the American ideal of second chances should not be reserved only for the rich and powerful. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

At least 65 million people in the United States have a criminal record. This

can result in severe penalties that continue long after punishment is completed.

Many of these penalties are imposed regardless of the seriousness of the offense or the person's individual circumstances. Laws can restrict or ban voting, access to public housing, and professional and business licensing. They can affect a person's ability to get a job and qualification for benefits.

In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

Some laws make sense. No one advocates letting someone convicted of pedophilia(□□□) work in a school. But too often collateral(□□□) consequences bear no relation to public safety. Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse?

These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding.

A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety. Where the penalties are not a must, they should be imposed only if the facts of a case support it.

The point is not to excuse or forget the crime. Rather, it is to recognize that in America's vast criminal justice system, second chances are crucial. It is in no one's interest to keep a large segment of the population on the margins of society.

61. What does the well-known columnist's remark about Martha Stewart suggest?

- A) Her past record might stand in her way to a new life.
- B) Her business went bankrupt while she was in prison.
- C) Her release from prison has drawn little attention.
- D) Her prison sentence might have been extended.

62. What do we learn from the second paragraph about many criminals in America?

- A) They backslide after serving their terms in prison.
- B) They are deprived of chances to turn over a new leaf.
- C) They receive severe penalties for committing minor offenses.
- D) They are convicted regardless of their individual circumstances.

63. What are the consequences for many Americans with a criminal record?

- A) They remain poor for the rest of their lives. B) They are deprived of all social benefits.
- C) They are marginalized in society. D) They are deserted by their family.

64. What does the author think of the post-conviction laws and rules?

- A) They help to maintain social stability.
- B) Some of them have long been outdated.
- C) They are hardly understood by the public.
- D) A lot of them have negative effects on society.

65. What is the author's main purpose in writing the passage?
- A) To create opportunities for criminals to reform themselves.
 - B) To appeal for changes in America's criminal justice system.
 - C) To ensure that people with a criminal record live a decent life.
 - D) To call people's attention to prisoners' conditions in America.

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Passage One

Questions 56 to 60 are based on the following passage.

The wallet is heading for extinction. As a day-to-day essential, it will die off with the generation who read print newspapers. The kind of shopping - where you hand over notes and count out change in return - now happens only in the most minor of our retail encounters, like buying a bar of chocolate or a pint of milk from a corner shop. At the shops where you spend any real money, that money is increasingly abstracted. And this is more and more true, the higher up the scale you go. At the most cutting-edge retail stores - Victoria Beckham on Dover Street, for instance - you don't go and stand at any kind of cash register when you decide to pay. The staff are equipped with iPads to take your payment while you relax on a sofa.

Which is nothing more or less than excellent service, if you have the money. But across society, the abstraction of the idea of cash makes me uneasy. Maybe I'm just old-fashioned. But earning money isn't quick or easy for most of us. Isn't it a bit weird that spending it should happen in half a blink(□□) of an eye? Doesn't a wallet - that time-honoured Friday-night feeling of pleasing, promising fatness - represent something that matters?

But I'll leave the economics to the experts. What bothers me about the death of the wallet is the change it represents in our physical environment. Everything about the look and feel of a wallet - the way the fastenings and materials wear and tear and loosen with age, the plastic and paper and gold and silver, and handwritten phone numbers and printed cinema tickets - is the very opposite of what our world is becoming. The opposite of a wallet is a smartphone or an iPad. The rounded edges, cool glass, smooth and unknowable as a pebble(□□□). Instead of digging through pieces of paper and peering into comers, we move our fingers left and right. No more counting out coins. Show your wallet, if you still have one. It may not be here much longer.

56. What is happening to the wallet?

- A) It is disappearing.
- B) It is being fattened.
- C) It is becoming costly.
- D) It is

changing in style.

57. How are business transactions done in big modern stores?

A) Individually. B) Electronically. C) In the abstract. D) Via a cash register.

58. What makes the author feel uncomfortable nowadays?

A) Saving money is becoming a thing of the past.

B) The pleasing Friday-night feeling is fading.

C) Earning money is getting more difficult.

D) Spending money is so fast and easy.

59. Why does the author choose to write about what's happening to the wallet?

A) It represents a change in the modern world.

B) It has something to do with everybody's life.

C) It marks the end of a time-honoured tradition.

D) It is the concern of contemporary economists.

60. What can we infer from the passage about the author?

A) He is resistant to social changes. B) He is against technological progress.

C) He feels reluctant to part with the traditional wallet.

D) He feels insecure in the ever-changing modern world.

Passage Two

Questions 61 to 65 are based on the following passage.

Everybody sleeps, but what people stay up late to catch - or wake up early in order not to miss varies by culture.

From data collected, it seems the things that cause us to lose the most sleep, on average, are sporting events, time changes, and holidays.

Around the world, people changed sleep patterns thanks to the start or end of daylight savings time. Russians, for example, began to wake up about a half-hour later each day after President Vladimir Putin shifted the country permanently to "winter time" starting on October 26.

Russia's other late nights and early mornings generally correspond to public holidays. On New Year's Eve, Russians have the world's latest bedtime, hitting the day at around 3:30 a.m.

Russians also get up an hour later on International Women's Day, the day for treating and celebrating female relatives.

Similarly, Americans' late nights, late mornings, and longest sleeps fall on three-day weekends.

Canada got the least sleep of the year the night it beat Sweden in the Olympic hockey(冰球) final.

The World Cup is also chiefly responsible for sleep deprivation(剥夺). The worst night for sleep in the U.K. was the night of the England-Italy match on

June 14. Brits stayed up a half-hour later to watch it, and then they woke up earlier than usual the next morning thanks to summer nights, the phenomenon in which the sun barely sets in northern countries in the summertime. That was nothing, though, compared to Germans, Italians, and the French, who stayed up around an hour and a half later on various days throughout the summer to watch the Cup.

It should be made clear that not everyone has a device to record their sleep patterns; in some of these nations, it's likely that only the richest people do. And people who elect to track their sleep may try to get more sleep than the average person. Even if that's the case, though, the above findings are still striking. If the most health-conscious among us have such deep swings in our shut-eye levels throughout the year, how much sleep are the rest of us losing?

61. What does the author say about people's sleeping habits?

- A) They are culture-related. B) They affect people's health.
- C) They change with the seasons. D) They vary from person to person.

62. What do we learn about the Russians regarding sleep?

- A) They don't fall asleep until very late. B) They don't sleep much on weekends.
- C) They get less sleep on public holidays. D) They sleep longer than people elsewhere.

63. What is the major cause for Europeans' loss of sleep?

- A) The daylight savings time. B) The colorful night life.
- C) The World Cup. D) The summertime.

64. What is the most probable reason for some rich people to use a device to record their sleep patterns?

- A) They have trouble falling asleep. B) They want to get sufficient sleep.
- C) They are involved in a sleep research. D) They want to go to bed on regular hours.

65. What does the author imply in the last paragraph?

- A) Sleeplessness does harm to people's health.
- B) Few people really know the importance of sleep.
- C) It is important to study our sleep patterns.
- D) Average people probably sleep less than the rich.

Passage One

Questions 56 to 60 are based on the following passage.

Could you reproduce Silicon Valley elsewhere, or is there something unique about it?

It wouldn't be surprising if it were hard to reproduce in other countries, because you couldn't reproduce it in most of the US either. What does it take to make a Silicon Valley?

It's the right people. If you could get the right ten thousand people to move from Silicon Valley to Buffalo, Buffalo would become Silicon Valley.

You only need two kinds of people to create a technology hub(□□): rich people and nerds(□□□□□).

Observation bears this out. Within the US, towns have become startup hubs if and only if they have both rich people and nerds. Few startups happen in Miami, for example, because although it's full of rich people, it has few nerds. It's not the kind of place nerds like.

Whereas Pittsburgh has the opposite problem: plenty of nerds, but no rich people. The top US Computer Science departments are said to be MIT, Stanford, Berkeley, and Carnegie-Mellon. MIT yielded Route 128. Stanford and Berkeley yielded Silicon Valley. But what did Carnegie-Mellon yield in Pittsburgh? And what happened in Ithaca, home of Cornell University, which is also high on the list?

I grew up in Pittsburgh and went to college at Cornell, so I can answer for both. The weather is terrible, particularly in winter, and there's no interesting old city to make up for it, as there is in Boston. Rich people don't want to live in Pittsburgh or Ithaca. So while there're plenty of hackers(□□□) who could start startups, there's no one to invest in them.

Do you really need the rich people? Wouldn't it work to have the government invest in the nerds? No, it would not. Startup investors are a distinct type of rich people. They tend to have a lot of experience themselves in the technology business. This helps them pick the right startups, and means they can supply advice and connections as well as money. And the fact that they have a personal stake in the outcome makes them really pay attention.

56. What do we learn about Silicon Valley from the passage?

- A) Its success is hard to copy anywhere else.
- B) It is the biggest technology hub in the US.
- C) Its fame in high technology is incomparable.

- D) It leads the world in information technology.
57. What makes Miami unfit to produce a Silicon Valley?
- A) Lack of incentive for investment. B) Lack of the right kind of talents.
C) Lack of government support. D) Lack of famous universities.
58. In what way is Carnegie-Mellon different from Stanford, Berkeley and MIT?
- A) Its location is not as attractive to rich people.
B) Its science departments are not nearly as good.
C) It does not produce computer hackers and nerds.
D) It does not pay much attention to business startups.
59. What does the author imply about Boston?
- A) It has pleasant weather all year round. B) It produces wealth as well as high-tech.
C) It is not likely to attract lots of investors and nerds.
D) It is an old city with many sites of historical interest.
60. What does the author say about startup investors?
- A) They are especially wise in making investments.
B) They have good connections in the government.
C) They can do more than providing money. D) They are rich enough to invest in nerds.

Passage Two

Questions 61 to 65 are based on the following passage.

It's nice to have people of like mind around. Agreeable people boost your confidence and allow you to relax and feel comfortable. Unfortunately, that comfort can hinder the very learning that can expand your company and your career.

It's nice to have people agree, but you need conflicting perspectives to dig out the truth. If everyone around you has similar views, your work will suffer from confirmation bias(□□).

Take a look at your own network. Do your contacts share your point of view on most subjects? If yes, it's time to shake things up. As a leader, it can be challenging to create an environment in which people will freely disagree and argue, but as the saying goes: From confrontation comes brilliance.

It's not easy for most people to actively seek conflict. Many spend their lives trying to avoid arguments. There's no need to go out and find people you hate, but you need to do some self-assessment to determine where you have become stale in your thinking. You may need to start by encouraging your current network to help you identify your blind spots.

Passionate, energetic debate does not require anger and hard feelings to be effective. But it does require moral strength. Once you have worthy

opponents, set some ground rules so everyone understands responsibilities and boundaries. The objective of this debating game is not to win but to get to the truth that will allow you to move faster, farther, and better.

Fierce debating can hurt feelings, particularly when strong personalities are involved. Make sure you check in with your opponents so that they are not carrying the emotion of the battles beyond the battlefield. Break the tension with smiles and humor to reinforce the idea that this is friendly discourse and that all are working toward a common goal.

Reward all those involved in the debate sufficiently when the goals are reached. Let your sparring partners() know how much you appreciate their contribution. The more they feel appreciated, the more they'll be willing to get into the ring next time.

61. What happens when you have like-minded people around you all the while?

- A) It will help your company expand more rapidly.
- B) It will create a harmonious working atmosphere.
- C) It may prevent your business and career from advancing.
- D) It may make you feel uncertain about your own decisions.

62. What does the author suggest leaders do?

- A) Avoid arguments with business partners.
- B) Encourage people to disagree and argue.
- C) Build a wide and strong business network.
- D) Seek advice from their worthy competitors.

63. What is the purpose of holding a debate?

- A) To find out the truth about an issue.
- B) To build up people's moral strength.
- C) To remove misunderstandings.
- D) To look for worthy opponents.

64. What advice does the author give to people engaged in a fierce debate?

- A) They listen carefully to their opponents' views.
- B) They show due respect for each other's beliefs.
- C) They present their views clearly and explicitly.
- D) They take care not to hurt each other's feelings.

65. How should we treat our rivals after a successful debate?

- A) Try to make peace with them.
- B) Try to make up the differences.
- C) Invite them to the ring next time.
- D) Acknowledge their contribution.



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